



Bradfield School

Relationships and Behaviour Policy

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At Bradfield School we believe in the academic success of our students. We know from talking to staff, students, parents and carers that the community of Bradfield School want our school to be a calm and positive place where our students can reach their full potential. Our vision of 'where all people thrive' means we aim to deliver an education that supports all our students to fulfil their potential, and to be successful, confident people who are equipped to explore what life, and the world have to offer.

This policy is the framework on which to deliver that vision.

1. Aims

This policy aims to:

- Provide a calm and safe learning environment for students by embedding a positive culture where behaviour is excellent.
- Ensure a consistent whole school approach to behaviour management reflecting the Be Bradfield values.
 - Define what we consider to be unacceptable behaviour, including bullying and discrimination and child on child abuse.
- Outline how students are expected to behave and the consequences of not doing so.
 - Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and consequences

It is essential that the actions of all members of the school and wider community are supportive of these aims. Behaviours which prevent or interrupt learning will be challenged so that our students can experience the learning environment needed for them to thrive.

Our aim is to do this by emphasising the importance of good relationships between staff and students in our school, based on clear and consistent expectations, and firm but fair responses to inappropriate conduct. Our approach seeks to be informed by a Trauma Informed and ACE (Adverse Childhood Experience – see appendices) aware approach where relationships are at the centre of all interactions. This approach encapsulates and supports the wider school community and includes all young people, all staff, governance, parent(s)/carers and any external agencies who work collaboratively with Bradfield School.

While we have clear and consistent consequences for unacceptable behaviour, we do not operate a 'zero tolerance' or 'one size fits all' approach to challenging behaviour. Instead, we apply the theory of a case-by-case approach that takes into consideration the individual circumstances and context of individual young people in our care, while maintaining high standards and expectations.

The Bradfield School Relationship and Behaviour Policy will continue to be refined as practices are embedded and developed in the school. This policy will also be reviewed annually and updated in line with DFE guidance.

The Relationship and Behaviour policy framework is designed to and should be successful in:

- Ensuring that all our students, regardless of ability, age and gender are involved whenever possible, in the process of praise, recognition and rewards
- Supporting Bradfield staff in developing positive relationships in the classroom, ensuring that our students have a positive attitude to learning and behave in a manner conducive to high levels of progress being made. Furthermore, our students should not have to suffer low-level disruption from one another.
- Developing harmonious relationships, with increased communication between students and staff, parents/carers in our community, where students can talk freely about their worries or concerns.
- Providing much greater understanding of the behaviour for success process by students, parents, staff and governors
- Reducing student and staff stress levels in our school through a significant reduction in negative or confrontational behaviours

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Mobile phones in school](#)
- [School suspensions and permanent exclusions](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy, is also based on

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour at Bradfield School is defined as:

- Disruption in lessons and between lessons on corridors
- Disruption in social times anywhere on the school grounds
- Refusal to follow instructions first time every time
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Truancy
- Using, or having a mobile phone switched on in school between 8.25am and 2.55pm anywhere in the building.
- Dropping litter

Serious misbehaviour at Bradfield School is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
 - Upskirting
- Vandalism
- Theft
- Fighting
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Malicious allegations
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs

- Stolen items
- Tobacco, cigarette papers, vapes and associated paraphernalia
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence or cause harm to any person.

This list is not exhaustive but defines the most likely misbehaviours.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory against a protected characteristic as defined in the Equality Act 2010, including: <ul style="list-style-type: none"> ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, inappropriate touching or upskirting.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

One off incidents do not meet the definition of bullying but will always be followed up and dealt with. Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy and Procedures.

5. Roles and Responsibilities

5.1 The Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour, and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Effective classroom management that creates a calm, positive learning environment
- Establishing clear routines in line with whole school approaches including the Bradfield lesson structure
- Implementing the behaviour policy consistently
- Challenging unacceptable behaviour
- Modelling positive behaviour both in and out of the classroom in line with the Be Bradfield values
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents accurately and promptly

All Bradfield staff are responsible for adhering to positive practice that promotes our students' abilities to engage in and access their learning. This is based on the understanding that our students best achieve, develop and reach their true potential when our staff are consistent, fair, trustworthy, respectful, and model positive relationships.

All Bradfield staff should not model negative behaviours such as (not exhaustive)

- Being confrontational
- Being insulting or abusive
- Being intimidating
- Being condescending/ harshly sarcastic
- Causing humiliation
- Being supercilious
- Any other behaviours that may cause further breakdown of relationships.

It is the expectation at Bradfield that all staff, regardless of their role in school, act in this way. This does not mean that misbehaviour does not go unchallenged. We continue to have high expectations of behaviour for all students, and support is regularly and continually offered to those having difficulty meeting those expectations.

All staff have experienced training in being ACE aware and Trauma and Mental Health Informed. Specific staff both internal and externally sourced are identified to work with students to support their individual needs. This support may be offered in a 1:1 session, in class or in small groups. Our aim is to support our students to make sense of their experience, find ways to manage their emotions and feelings, and ensure that they maintain the capacity to learn, despite difficult events that may happen/ have already occurred in their lives.

It is expected that agreed amendments and modifications will be made as the systems develop and mature. At all times staff, students, parents and carers will be made fully aware of such changes, underpinned by a tutor time and assembly programme.

5.4 Parents / Carers

Parents / carers are expected to:

- Support the school by being familiar with the Bradfield Relationships and Behaviour policy
- Support their child in adhering to the Relationships and Behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with school promptly
- Take part in school events such as parents evening, celebration evenings and information evenings
- Work collaboratively with school to reduce behavioural issues
- Support the school by ensuring their child attends detentions if issued
- Engage in meetings to support their child, for example, reintegration meetings if their child is suspended from school or attendance meetings

5.5 Students

We expect our students to meet the high expectations we set for them both in and out of the classroom to ensure Bradfield is a safe, calm and happy place of learning.

Our expected behaviours in classrooms are outlined below:

1. Arrive on time, in correct uniform, fully equipped and ready to learn each lesson.
This means sitting where asked, removing any items of non-uniform and beginning the silent do now
2. Follow all instructions, first time every time and without argument
3. Sit up in lessons and listen to the teacher
4. Show respect to staff and students when they are talking by listening
5. Communicate appropriately, including waiting your turn to speak without disturbing others and not shouting out and not talking while the teacher is talking
6. Take responsibility for your learning start tasks straight away
7. Stand behind your chair quietly at the end of lesson with your uniform correct until you are dismissed

Our expected behaviours around school are outlined below:

1. Show responsibility by all being on time for school at 8.20 every day.
2. Be polite and show respect for all other people.
3. Follow all reasonable requests from any member of staff first time every time
4. Always wear your school uniform correctly, with pride.

5. Respect your school environment: never drop or leave litter or damage property.
6. Eat and drink in the right places at the right time which are break and lunch in the canteen, hall or outside.
7. Walk around the school responsibly and quietly and keep to the left.
8. Follow the rules around electronic devices.

Our rules around electronic devices are:

1. Electronic devices need to be switched off and out of sight between 8.25 – 2.55pm. If a mobile phone is seen it will be confiscated.
2. Students should not take audio, photos or videos of themselves or others at any point while on school premises, nor should these be shared on social media at any point.
3. The electronic device and its safety remain the responsibility of the child. The school is not responsible for loss or damage of mobile phones.

6 Behaviour Curriculum

To meet the aims of the aims of the Bradfield Relationships and Behaviour policy where every student is in lesson and learning, we must show our students and one another unconditional positive regard every day, consistently modelling the behaviours and attitudes we strive to develop in the young people we work with. All Bradfield staff are leaders of the positive culture needed for Bradfield School to be a place where all people thrive.

Bradfield School is a place where our young people learn, both academically and ethically. Our aim is that Bradfield School is a safe inclusive environment, accepting and celebrating our differences that contribute equally to a cohesive community.

Pre-emptive approaches and the positive reinforcement of appropriate behaviour using the Behaviour for Success processes are also vital. We operate a high support high challenge approach to create a positive and proactive culture. As well as teaching our students to be academically successful we teach them the behaviours, habits and routines that we expect to see and support positive relationships.

Whilst we will challenge student not meeting the expectations we also support students by modelling and teaching of behaviours alongside pastoral support interventions where appropriate.

Our behaviour curriculum is based on our Be Bradfield values and teaches students the behaviours we expect to see in lessons and around school.

Be Bradfield Value	Habits and routines	Expected behaviours	How this is taught and reinforced
Be responsible	Get up and ready for school Be in school above 96% of the time	Arrive at school by 8.20am Come to school every day	Students use form time to track their attendance. Assemblies have an attendance focus. School will track and monitor attendance of all students The attendance policy will be applied Attendance and punctuality issues will be challenged by pastoral staff Barriers to good punctuality and attendance will be identified and Staff will model this by being on time to lessons and appointments.
	Bring the correct equipment to school each day	Students have the correct equipment for each day Students know their timetable and get their equipment ready the night before	For tutors will check equipment during form time. Staff will clearly communicate subject specific equipment needed.
Be responsible	Have a good attitude around school	Always walk on the left quietly Walk and do not run or be unsafe in school	Duty staff will reinforce this with students daily Students will be reminded in assemblies. Staff will remind students of expected behaviours in and out of lessons.
	Accept the consequences of their actions and choices	There are consequences for students who do not meet Bradfield's behaviour expectations, and some students will receive sanctions. Students are expected to accept these sanctions and reflect on them	Students will be involved in a restorative conversation if Support for Success are called. Students will be taught reflection skills and practice these when reflecting on unacceptable behaviour. Staff will monitor behaviour data and identify barriers to expected behaviours
Be Proud	Always wear the correct uniform	The correct uniform items are worn Shirts stay tucked in at all times	The uniform policy is shared with parents Form teachers will monitor uniform issues and contact parents Uniform reminders are given to students regularly All staff will challenge students on incorrect uniform
	Students are proud of themselves	Students are confident and speak up when things are not right. Students make the right choices and seek help when they need it Students show resilience	Students will always be asked for their voice following any behaviour incident. This will be considered in all next steps. Staff will always listen to any concerns or reports students want to make.

			Students will be taught these skills through the personal development curriculum.
Be respectful	Behave in a way that maintains the good reputation of Bradfield School	Be respectful of the community when walking to and from school Behave appropriately online Show all of our Be Bradfield values and behave appropriately when on school visits or we have visitors in school	Students will be given any key messages arising from the local community. Students are taught about respect for their community through personal development lessons. Students understand there are consequences in school for unacceptable behaviour outside of school.
	Students follow instructions first time every time	Students start the silent do now straight away. Students respond to staff instructions first time every time Students stop when a member of staff asks them to	All staff use silent do now as part of the Bradfield lesson structure to embed this routine. Students are taught the consequences of not adhering to the expected behaviour of first time every time. Students are taught what first time every time means, and this is reinforced through form time and assemblies.
Be inclusive	Students are accepting of one another and our differences. They are kind and compassionate	Students listen to one another. Students say kind things Students look after others' belongings Students do not bully one another Students are not bystanders and will challenge and report bullying	Listening skills, for example, turn and talk are taught to students. Form time, personal development lessons and assemblies teach about differences, inclusivity and British Values. Staff take swift actions when there are instances of unkindness or damage to property. Student leaders, including anti bullying ambassadors will be trained to support their peers and champion kindness
Be kind	Students will learn to think for themselves	Students will recognise the potential for false information and check their facts Students will not listen to rumours Students will not spread misinformation or rumours Students will take responsibility for their own learning and not engage in poor behaviour from others	Students will be taught how to identify fake news and misinformation. Students will be taught about social media use and how this influences people. Students will reflect on the impact of their actions and the actions of others that disrupt learning. Students will be encouraged by staff to be responsible for their own leaning
	Students can show empathy and compassion	Students understand how their actions affect others. Students understand the value of restorative conversations with peers and staff Students help each other and staff.	Bradfield school does not tolerate bullying. Students are taught about the protected characteristics to support them in their understanding and empathy. Staff will engage students in restorative conversations following incidents in lessons. Students are rewarded for helping staff and each other.

7 Responding to Behaviour

7.1 Classroom management

Sanctions should only be used as a consequence for misbehaviour and teachers and teaching assistants are expected to use a range of strategies to manage behaviour in their classrooms.

Staff are expected to:

Develop relationships with students

Use the Bradfield lesson structure to create a predictable but engaging learning environment

Use clear routines for lessons

Display posters that outline our expectations of students and refer to these regularly

Praise positive behaviour

Model the behaviour that we expect to see from students such as:

- Meeting and greeting students
- Always start the next lesson fresh
- Having unconditional positive regard
- Move the student seats if appropriate for you class

Using strategies for low level disruptions such as:

- A silent, non-verbal signal such as eye contact, shake of the head or a facial expression
- A whole class reminder, naming the behaviour but not the student such as “a reminder we all need to be listening”
- A named reminder “X I need you looking this way and listening”
- Having a quiet word with a student
- Move the student seats if appropriate for your class
- Have a plan to deal with poor behaviour and avoid classroom disruption

7.2 Rewards for good behaviour

In addition to structured rewards spontaneous day-to-day praise is a key foundation in Bradfield School. All our staff are expected to use praise, including support and non-teaching staff wherever possible, both informally such as through verbal praise and recognition, and formally as detailed below.

Positive Points, Thrive Cards and Positive Contact Home

The first formal phase of the rewards system is the use of positive points. These will be awarded both inside and outside of the classroom. These will be rewarded to recognise and praise not just work but any instances of showing the Be Bradfield values along with responsibility, respect and kindness, linked to key successful learning behaviours academically and as a good citizen.

Thrive Cards

Thrive cards are also awarded inside and outside of the classroom for any student who has gone over and above expectations, either in their work or behaving as a good citizen.

Positive Contact Home

All staff contact home for at least one student a week to share with parents / carers their high opinions of the student in question and share the successes from either in the classroom or conduct around school.

Headteacher Praise

Each week, students are nominated to receive Headteacher Praise.

Each of these rewards generates a points tally that leads to recognition through our system of certificates and rewards trips.

Students receiving a set number of points each week and half term will gain access to weekly prize draws and rewards activities at the end of a term or half term. The types of activities will be chosen and suggested through our student leaders.

7.3 Consequences for misbehaviour

Bradfield School uses sanctions as a logical consequence of and response to unacceptable behaviour from students. It is always the aim of staff to have students in lessons and learning and when students do not meet our high expectations and classroom-based strategies have been unsuccessful, Bradfield staff may use one or more of the following strategies or consequences in response to misbehaviour:

- A verbal warning
- A conversation with Support for Success Staff
- Restorative conversations
- Detention at break
- Detention after school
- Letters or phone calls home to parents/carers
- Placing the student on report to a member of staff such as Head of Faculty, Form Tutor or Year Lead
- Agreeing a behaviour contract
- Suspension, off site direction and permanent exclusion in more serious cases
- Referral to governors' panels

7.4 School consequences for misbehaviour

In terms of classroom-based consequences, there is a clear system. We expect that the vast majority of students will choose to spend their time at Bradfield operating with the rewards framework. It is also expected that for the students whose behaviour for learning is deemed to be unacceptable and disrupts the learning of others the following system applies.

Warning	What will happen
Warning 1 Verbal reminder of high expectations	<ul style="list-style-type: none"> • Student/s calmly and explicitly told that this is their first warning. • The student is reminded of our high expectations and our Be Bradfield values. • Ensure the student is clear on what the warning is for and how they can correct their behaviour using an example of when they have behaved positively before. • This is logged on Bromcom
Warning 2 Final verbal reminder with explanation of consequences	<ul style="list-style-type: none"> • Student/s calmly cautioned about their conduct, explaining the reason and further incidents will lead to on call being alerted and will result in a 30 minute detention the next day. • This is logged on Bromcom
Warning 3 On call are sent for. There are two possible outcomes	<ol style="list-style-type: none"> 1. The member of staff on call speak to the student outside of the classroom. Expectations are reiterated and next step consequences are made clear. The student returns to the lesson and is given a 30 minute next day detention. 2. If the student refuses to follow instructions and reasonable requests, the Headteacher will decide on the next steps which can include suspension from school and being directed off site. <p>In both outcomes the class teacher will contact home to explain to parents / carers why this warning was reached.</p>
Warning 4 On call are sent for again	If on call is alerted to go back to the same lesson the Headteacher will decide on next steps which can include suspension from school and being directed off site.

For student refusal or behaviour that falls outside that which expected in a classroom and a student is immediately removed from lesson the Headteacher will decide on next steps which can include suspension from school and being directed off site

It is essential that all students, parents/carers and teachers understand this framework and its continuum of consequences/responses. Parents and Carers can see all rewards and behaviour logs through MCAS.

7.5 Out of Class Behaviour

Poor behaviour out of class has an impact upon learning. Students are expected to attend lessons and stay in them for the duration of the period. Any student not attending lessons or leaving lessons

Out of class, students are expected to behave responsibly, respectfully, and allow others the right to be free of disruption. Defiance, dangerous behaviour, bullying or truanting disrupts the calm order of the school and creates an atmosphere in which learning is impaired. Every member of staff at Bradfield is expected to challenge and address misbehaviour outside class. Serious incidents of such misbehaviour will result in action by the year leader or member of leadership team. Parents / carers will be notified as appropriate.

7.6 Summary of consequences for unacceptable behaviour. This summary is not exhaustive but lists the most likely situations.

If students...	They will likely...
Disrupt learning in the classroom	Be given negative points on Bromcom that parents and carers can see.
Do not respond to classroom strategies and continue to disrupt learning	Be given further negative points. Be given a 30 minute next day detention. Have the classroom teacher contact home. Have next steps considered by the Headteacher which can include suspension from school and being directed off site.
Refuse to follow instructions from staff	Have next steps considered by the Headteacher which can include suspension from school and being directed off site
Do not attend break detention	Receive 30 minute detention
Do not attend an after school detention	Receive a 1 hour SLT detention on Friday after school
Do not attend SLT detention	Have next steps considered by the Headteacher which can include suspension from school and being directed off site
Truant a lesson	Receive a 1 hour SLT detention on Friday after school
Truant a second lesson	Have next steps considered by the Headteacher which can include suspension from school and being directed off site
Access out of bounds areas at break or lunch	Receive a 1 hour SLT detention on Friday after school
Receive 2 or more warning 3 in a day	Have next steps considered by the Headteacher which can include suspension from school and being directed off site
Be seen with a mobile phone/electronic device (including headphones) in school between 8.25am and 2.55pm	Have their mobile phone confiscated as describe in section 8.6 and receive a 15 minute break detention the next day

8. Serious misbehaviour

For serious cases of misbehaviour which contravene the principles set out in the Relationships and Behaviour Policy, suspension may result for a period of up to 15 days. Work will be provided in the case of a suspension, and it is expected that parents / carers accompany their child to a reintegration meeting before the student returns into school.

For a one-off serious incident such as arson, drug related incidents or incidents involving weapons, serious physical assault, sexual misconduct or, persistent disruption where the student has failed to respond to reasonable adjustments and intervention, a permanent exclusion may be recommended by the Headteacher. This will be in accordance with guidance set out by the DFE, a copy of which is available from school. Examples of such incidents will result in a full independent investigation that will include liaison with the Police or Community Youth Team Officer where information will be sought around the law/process.

The school will also take into consideration 'joint enterprise', which can mean that if more than one student is involved in the same incident, irrelevant of the role they played, all students will receive a sanction.

Serious incidents of behaviour could result in students being suspended from school,

These include (not exhaustive)

- Persistent and relentless breaches of the school rules or policy
- Persistent disruptive behaviour both in lessons and on corridors
- Refusal to follow reasonable instructions
- Persistent truancy
- Threatening behaviour/ verbal abuse towards an adult
- Physical assault of an adult or young person
- Dangerous behaviour, including arson
- Drug or Alcohol related incident
- Possession of an offensive weapon
- Bringing the name and reputation of the school and Trust into disrepute.
- Sexual misconduct
- Child on child abuse/ Bullying, including online

We recognise that persistent undesired and unregulated behaviour could be as a result of complexity of need and these needs being unmet. Key staff, led by the SENDCo (Special Educational Needs Co-ordinator) may need to advise on approaches to meeting need and provide support, including intervention and requesting external agency support or occasionally a different curriculum pathway.

8.1 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Handled on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments in line with guidelines from Sheffield Safeguarding Hub, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care – Sheffield Safeguarding Hub
- Report to the police

Please refer to our Child Protection and Safeguarding Policy for more information.

Sanctions for sexual harassment and violence will be appropriate to the incident and may include:

- Involvement of parents / carers
- Educational work with a member of the pastoral team – such as a Behaviour Manager or Designated Safeguarding Lead
- Referral to the Safeguarding Hub
- Referral to the police
- Suspension or permanent exclusion

8.2 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing Bradfield School. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school, if in school uniform or not
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of the staff member (e.g. on a school-organised trip).

8.3 Malicious Allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy. This could result in suspension or permanent exclusion.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider

whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other students.

8.4 Governors' Support Process.

We have a three-stage governor support process for students who consistently disrupt the good order and discipline/ethos at Bradfield School. The different stages are as follows.

GSP stage 1 – Written warning

GSP stage 2 – Single governor meeting.

GSP Stage 3 – Full governors' panel.

This is aimed at being a preventative intervention involving student, parent/carer, leadership and governance. Wherever possible, a student will follow the GSP process before a permanent exclusion is considered. Where behaviours continue beyond this point, Secondary Inclusion Panel (SIP) may be called.

8.5 Reasonable Force

In some cases, staff may need to use reasonable force if there is a cogent reason for doing so, such as to prevent immediate harm to a student, with the emphasis on using the minimum force for the shortest amount of time.

Using Reasonable force must:

- Be in the best interests of the child or young person.
- Be a reasonable step to protect children and young people and be proportionate to circumstances.
- Be a safeguarding measure to promote the best interests of all concerned.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents/carers in line with our Positive Handling Policy.

8.6 Confiscation

Any prohibited items (listed in section 4) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents / carers, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Mobile phones/electronic devices (including headphones) should be switched off and not be visible from 8.25am until 2.55pm, including social times.

Students not responding to this will have their device confiscated. The first two confiscations of a mobile phone/device will be held by the office and returned at 2.55pm.

Further confiscations will be returned only to a parent via a parental meeting with a member of the Pastoral or Senior Leadership Team. The school will work with parents / carers of students persistently using electronic devices inappropriately to agree pre-emptive approaches such as handing in their devices at the start of the day. If students refuse to hand over a mobile device the Headteacher will consider next steps which can include suspension from school and being directed off site

9.1 Student Support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to misbehaviour may be differentiated to cater to the needs of the student.

The school's Special Educational Needs Co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

We have high expectations of all students including those with SEND. We understand that not all behaviour incidents will be due to a child's SEND but when incidents of misbehaviour occur, a student's SEND will be considered.

Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from students with SEND, especially where their SEND is known to affect their behaviour, we will balance their legal duties when making decisions about enforcing the behaviour and rewards policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the Academy's policies or practices (Equality Act 2010).
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014). ▫
- If a student has an Education, Health and Care (EHC) plan, the provisions set out in that plan must be secured and we must co-operate with the local authority and other bodies.

As part of meeting these duties, the Academy will anticipate, as far as reasonably possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the student concerned. Any actions taken will be outlined in student's Pupil Passport.

We will apply an approach where a student's SEND is considered to ensure the behaviour response is appropriate.

For students who exist outside the behaviour policy due to SEND there will be a bespoke risk management plan in place.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parent s/carers to create the plan and review it on a regular basis.

9.2 Safeguarding and Student Support

Bradfield School recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding Policy.

Bradfield School also recognises that some students with additional educational needs will need enhanced support to manage unregulated behaviours. The SEND team will work with all staff to ensure that identified SEND students are appropriately supported to achieve success within the learning environment and that intervention responses are timely to support the best outcomes for the student.

10. Student Transition

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. It is usual that students stay with form tutors throughout their time at our school to facilitate the transfer of information to new classroom teachers. The Special Educational Needs register is updated after each parent / carer review and details of updates shared with staff half termly.

Transition between primary schools and Bradfield School also includes the relevant sharing of information related to students' behaviour issues and needs. If the transition lead/SENDCo and primary school believe a parental meeting will support transition for those who present with challenging behaviours, this will be done in the summer term.

Students new to our school, such as through in year transfers or managed moves, receive appropriate instruction, taking students' educational needs into account, on the student code of conduct, rewards, sanctions and classroom management.

11. Training

Our staff were provided with training on managing behaviour at the introduction of this policy October 2024. Key staff have also received more in-depth training regarding positive handling, with refreshers as necessary.

New staff will be provided with training on managing behaviour, including proper use of restraint, as part of their induction process to the school.

Behaviour management will also form part of continuing professional development.

12. Monitoring Arrangements

This behaviour policy will be reviewed by the Headteacher and the Local Governing Board annually. At each review, the policy will be approved by the Headteacher.

13. Dissemination of this Policy

New staff will be introduced to this policy as part of the induction process. Students will be made aware of the policy as part of the tutor time and assembly programme. The policy will be available on the school network, the school website and other interested parties may apply for a copy. Parents / carers will be introduced to this policy through a parental consultation on 21st October 2024 and it forms part of the annual transition process for parents / carers of new Year 7 students.

14. Media

The Headteacher or a nominated spokesperson will handle all media enquiries. The school will not comment on individual cases but will refer to the school policy and the procedures in place to manage any incidents of poor behaviour.

Appendices

A. What are ACEs?

There is a growing body of research identifying the harmful effects of adverse childhood experiences (ACEs) on the rest of a person's life. ACEs are significant stressful events occurring during childhood or adolescence and can be direct, such as the child suffering abuse or neglect, or indirect, such as the child's parent suffering mental illness or drug addiction. The research suggests that ACEs have a strong link with chronic diseases, social and emotional issues, with a higher ACE score correlating with worse outcomes on all fronts. Two thirds of people have at least one ACE, but the 8% of people in England who have four or more ACEs are at an increased risk of a range of negative health outcomes such as heart disease, respiratory disease, drug addiction, or self-harm. We are committed to ensuring that our school develops a Trauma and Mental Health Informed Approach to ensure that all our students develop positive mental health and resilience, enabling them to fully engage in life and learning.

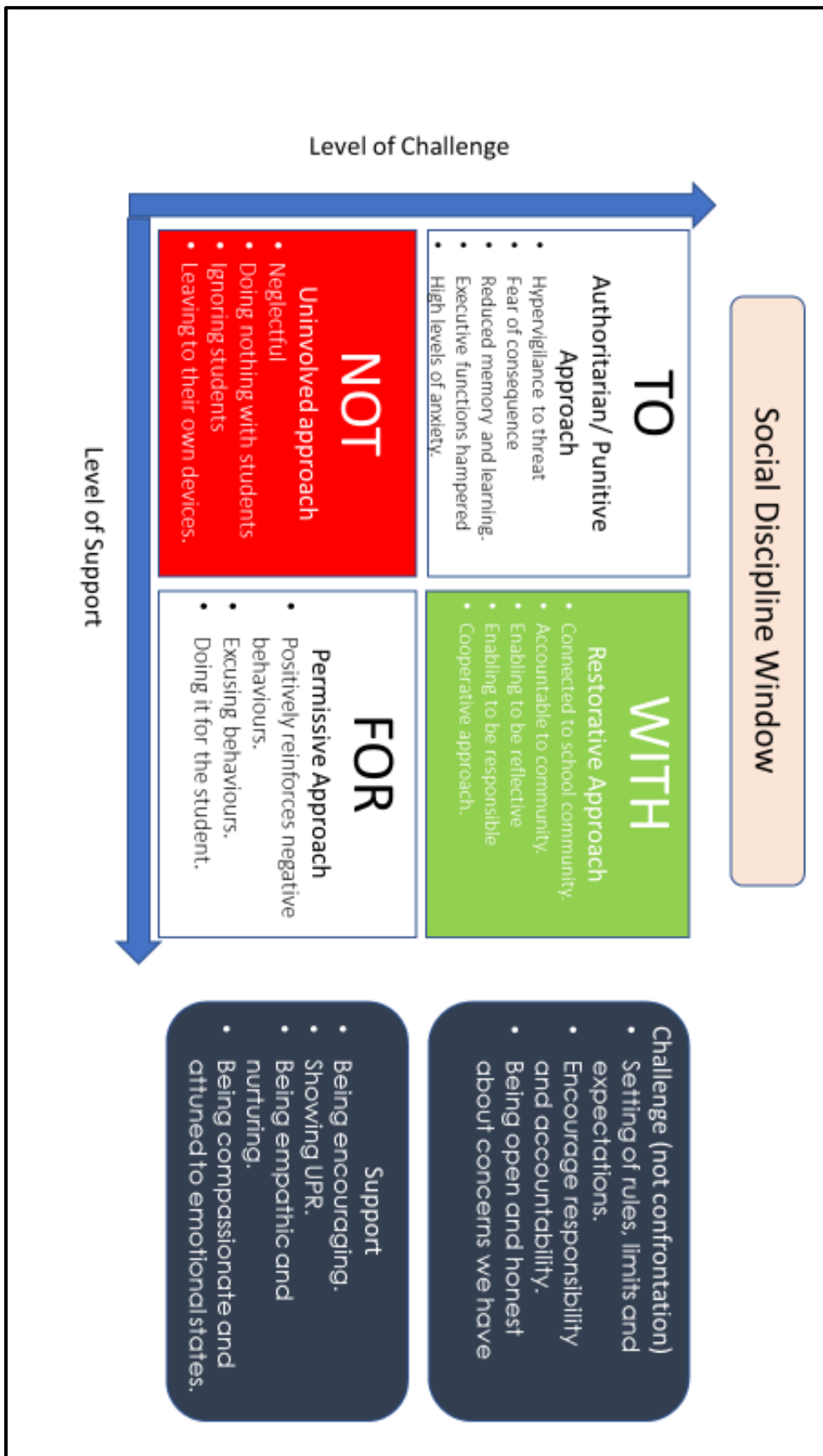
B. What is Trauma Informed Practice?

It is essential that, wherever possible and appropriate, adults in school have the necessary information and understanding of the context around specific students and behavioural issues that may be presented within school. **It is the responsibility of all staff** in school to be aware of any specific plans and strategies that may need to be implemented to help support young people who have suffered trauma and ACEs. Early intervention can help to decrease the chances that young people will enter the crisis phase leading to a quicker recovery and therefore restoration to a lower, more manageable level of stress or anxiety.

A trauma informed approach requires emotionally regulated and always available adults who can provide essential calming of the young people in their care, which will ultimately allow them to **re-set and restore/ rebuild / re-engage** in learning once their emotional and mental state allows them to do so. This approach looks to protect and safeguard other young people from the destabilising effects certain behaviours may have within the learning environment.

In practical terms it means that we may temporarily (for short or longer periods of time) remove students from situations that they are finding difficult to manage. A designated adult will work with the removed student to support them and will only place them back into the original learning environment when it is appropriate to do so.

C. Social Discipline Window



D. Warning System Summary

